



Scheme of Work

Teacher\Department:	Unit 1: Introduction to body systems and principles of training in health and fitness (K/616/7093)	
Guided Learning Hours (GLH): 48	No of Sessions: 48 x 40 minute sessions	
<u>About this unit</u> Aims of the unit: This unit provides learners with the underpinning knowledge and understanding required for health and fitness. Learners will develop their knowledge and understanding of the structure and function of key body systems. Learners will know and understand the short and long term effects that health and fitness activities can have on the body. Learners will know and understand the components of fitness and the principles of training. Learning Outcomes: LO1 Understand the structure and function of body systems and how they apply to health and fitness LO2 Understand the effects of health and fitness activities on the body LO3 Understand health and fitness and the components of fitness LO4 Understand the principles of training.		
Employer engagement/enrichment:		
Opportunities for embedding English, Maths, PSHE		



Session	Learning Outcome(s)	Learning Activities	Resources	Assessment	Cross Curricular Personal development Careers link
<p>Session 1</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the structure and function of the skeletal system Name the types of bone found in the skeletal system <p>You should be able to:</p> <ul style="list-style-type: none"> Locate the bones in the human body Link the structure of each bone type to its function <p>You could be able to:</p> <ul style="list-style-type: none"> Give specific examples of different bone types, applying their structure and function to a sporting scenario 	<p>Introduction to the unit – discussion about learning outcomes and starter activity to assess prior knowledge.</p> <p>Complete Activity 1 Worksheet – Skeletal System – in line with activities.</p> <p>Teacher led presentation on the Skeletal System with supporting activities:</p> <ul style="list-style-type: none"> Structure Function Types of bones <p>Plenary activity – Peer to peer discussion.</p>	<p>Unit 1 Session 1 PPT</p> <p>Session1 Activity 1 Worksheet – Skeletal System</p> <p>Session 1 Session Plan</p>	<p>Formative assessment through: Labelling skeleton activity, Group presentation, Discussion and Q & A</p>	<p>Y7 Science, Y7,8,9 PE, HH5</p> <p>Human body</p>
<p>Session 2</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 3 classifications of joints Give examples of each type of joint <p>You should be able to:</p>	<p>Recap last session</p> <p>Starter Activity – Activity Worksheet – Skeletal System: Joints</p> <p>Skeletal System:</p>	<p>Unit 1 Session 2 PPT</p> <p>Session 2 A3 Poster + printer access</p>	<p>Formative assessment through: Labelling activity, Group presentation, Discussion and Teacher led Q & A</p>	<p>Y7 Science, Y7,8,9 PE, HH5</p>



	<ul style="list-style-type: none"> Describe the structure of a typical synovial joint (knee) Describe the structure of the vertebral column <p>You could be able to:</p> <ul style="list-style-type: none"> Relate the structure of the vertebral column to posture 	<ul style="list-style-type: none"> Types of Joints and Joint actions Structure of synovial joint (knee) Structure of spine and posture <p>Plenary Activity – Unit 1 Session 2</p>	<p>Session 2 Activity 1 Worksheet – Skeletal System</p> <p>Session 2 Session Plan</p>		
<p>Session 3 (Recap)</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the structure and function of the skeletal system Name the types of bone found in the skeletal system Identify the 3 classifications of joints Give examples of each type of joint <p>You should be able to:</p> <ul style="list-style-type: none"> Locate the bones in the human body 	<p>Starter activity – Rag rating</p> <p>Skeletal System – Learning mat</p> <p>Plenary Activity – learners complete sentences about what they have learned and RAG rating completed</p>	<p>Unit 1 Session 3 PPT</p> <p>Skeletal system learning mat – slide on PPT + printer access</p> <p>Session 3 Session Plan</p> <p>Session 3 Activity 1 Worksheet</p>	<p>Summative Assessment of the Skeletal System</p> <p>Self assessment of the LOs so far</p> <p>Teacher led Q & A; Peer to peer Q & A;</p>	<p>Y7 Science, Y7,8,9 PE, HH5</p> <p>Sport physio</p>
<p>Session 4 (Recap)</p>	<ul style="list-style-type: none"> Link the structure of each bone type to its function Describe the structure of a typical synovial joint (knee) Describe the structure of the vertebral column <p>You could be able to:</p> <ul style="list-style-type: none"> Give specific examples of different bone types, applying their structure and function to a sporting scenario 	<p>Starter activity – Rag rating</p> <p>Hexagon revision task linking all aspects of the skeletal system</p> <p>Plenary Activity – learners complete sentences about what they have learned and RAG rating completed</p>	<p>Unit 1 Session 4 PPT</p> <p>Session 4 Session Plan</p> <p>Hexagons (Internet + printer access needed) Pens Glue</p>		<p>Y7 Science, Y7,8,9 PE, HH5</p>



	<ul style="list-style-type: none"> Relate the structure of the vertebral column to posture 		<p>Sugar paper</p> <p>Session 3 Activity 1 Worksheet</p> <p>Activity Worksheet – Skeletal System</p>		
<p>Session 5 (Assessment)</p>		<p>End of Topic Test (EOTT) Skeletal System</p> <p>Teacher prepared EOTT, this may be differentiated for specific learners.</p>	EOTT		
<p>Session 6 (Feedback and Reflection)</p>		<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test; They could write an action plan to address gaps in knowledge.</p>	<p>Mark scheme and green pen</p>	<p>Summative Assessment of the Skeletal System</p> <p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	



<p>Session 7</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 3 types of muscle <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the structure of the 3 types of muscle Locate the main muscles in the body <p>You could be able to:</p> <ul style="list-style-type: none"> Explain the functions of the muscular system 	<p>Recap last session</p> <p>Starter Activity – Activity Worksheet – Muscular System:</p> <ul style="list-style-type: none"> Types of muscle Structure Main muscles location <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 7 PPT</p> <p>Activity Worksheet – Muscular System</p> <p>Session 7 Session Plan</p> <p>Printer access for sets of: ‘Session 7 Flash cards – Question & Answer cards’</p>	<p>Completion of activity worksheets</p> <p>Pair and group discussion</p> <p>Teacher Q and A</p>	
<p>Session 8</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the types of movement terminology Identify the 2 types of muscle contraction <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the antagonistic muscle action at the knee Explain the structure and function of the 2 muscle fibre types <p>You could be able to:</p> <ul style="list-style-type: none"> Describe antagonistic muscle action at the elbow and knee 	<p>Recap last session</p> <p>Starter Activity – Activity Worksheet – Muscular System</p> <p>Muscular System:</p> <ul style="list-style-type: none"> Muscle movement and contraction Muscle fibre types <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 8 PPT</p> <p>Activity Worksheet – Muscular System</p> <p>Session 8 Session Plan</p> <p>Access to printer for sets of: ‘Session 8 Flash cards - card sorting activity’</p>	<p>Formative assessment through: Group work labelling activity, Teacher led questions, Group presentation and discussion</p>	<p>Y7 Science, Y7,8,9 PE, HH5</p>



<p>Session 9 (Recap)</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 3 types of muscle Identify the types of movement terminology Identify the 2 types of muscle contraction <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the structure of the 3 types of muscle Locate the main muscles in the body Describe the antagonistic muscle action at the knee Explain the structure and function of the 2 muscle fibre types 	<p>Starter activity – Rag Rating</p> <p>Skeletal System – Learning mat</p> <p>Plenary Activity – learners complete sentences about what they have learned and complete RAG rating</p>	<p>Unit 1 Session 9 PPT</p> <p>Access to a printer for: Muscular system learning mat – Slide on PPT</p> <p>Activity Worksheet - Muscular system</p> <p>Red, orange and green Pens</p> <p>Session 9 Session Plan</p>	<p>Summative Assessment of the Muscular System</p> <p>Self assessment Peer questioning Teacher led questions</p>	<p>Injuries to muscles</p>
<p>Session 10 (Recap)</p>	<p>You could be able to:</p> <ul style="list-style-type: none"> Explain the functions of the muscular system Describe antagonistic muscle action at the elbow and knee 	<p>Starter activity – Rag Rating</p> <p>Hexagon revision task</p> <p>Plenary Activity – learners complete sentences about what they have learned and complete RAG rating</p>	<p>Unit 1 Session 10 PPT</p> <p>Internet access and access to printer for Hexagons, Sugar paper and glue</p> <p>Session 10 Session Plan</p>	<p>Summative Assessment of the Muscular System</p> <p>Group discussion and presentation</p>	<p>Y7 Science, Y7,8,9 PE, HH5</p>
<p>Session 11 (Assessment)</p>		<p>EOTT Muscular System</p>	<p>EOTT</p>		



		Teacher prepared EOTT, this may be differentiated for specific learners.			
Session 12 (Feedback and Reflection)		<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	Mark scheme and green pen	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
Session 13	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the structure and function of the respiratory system Identify a variety of lung volumes on a spirometer trace <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the effects of exercise on different lung volumes <p>You could be able to:</p>	<p>Recap last session</p> <p>Starter Activity – communication task</p> <p>Respiratory System:</p> <ul style="list-style-type: none"> Structure Function Lung Volumes 	<p>Unit 1 Session 13 PPT</p> <p>Activity Worksheet – Respiratory System</p> <p>Access to printer for sets of: 'Session 13 Flash cards - respiratory card sort'</p>	Formative assessment	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y10/11 Maths, KS3 SEAL, KS3/4 PSHE</p> <p>Lung care Healthy lifestyle</p>



	<ul style="list-style-type: none"> Analyse the effects of poor lifestyle choices on the lungs 	<p>Plenary Activity – learners complete sentences about what they have learned</p> <p>Lung volume activity</p>	<p>Unit 1 Session 13 Session Plan</p> <p>Lung volume task sheets – print from PPT</p>		
Session 14	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Describe the role of the intercostal muscles, the ribs and the diaphragm in breathing in (inspiration) and breathing out (exhalation). <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the structure of the alveolus in detail <p>You could be able to:</p> <ul style="list-style-type: none"> Analyse how the structure of the alveolus aids gaseous exchange 	<p>Recap last session</p> <p>Starter Activity – recap the Respiratory System:</p> <ul style="list-style-type: none"> Structure Function Lung Volumes <p>Homework Activity – complete each other’s quizzes</p>	<p>Unit 1 Session 14 PPT</p> <p>Activity Worksheet – Respiratory System</p> <p>Unit 1 Session 14 Session Plan</p>	Peer and self-assessment	Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y10/Y11 Maths
Session 15 (Recap)	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the structure and function of the respiratory system Identify a variety of lung volumes on a spirometer trace <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the effects of exercise on different lung volumes 	<p>Recap last session</p> <p>Starter activity – RAG Rating</p> <p>Respiratory System – learning mat</p> <p>Plenary Activity – Fortune Teller</p>	<p>Unit 1 Session 15 PPT</p> <p>Access to internet for instructions how to make Fortune Teller activity</p> <p>Squares of paper Pens</p>	Self assessment Summative assessment of the Respiratory System	Y7, Y10/11 Science, Y7,8,9 PE, HH5, KS3 SEAL, KS3/4 PSHE



	<p>You could be able to:</p> <ul style="list-style-type: none"> Analyse the effects of poor lifestyle choices on the lungs 		<p>Access to printer for: Respiratory system learning mat – Slide on PPT</p> <p>Session 15 Session Plan</p>		
Session 16 (Assessment)		<p>EOTT Respiratory System</p> <p>Teacher prepared EOTT, this may be differentiated for specific learners</p>	EOTT		
Session 17 (Feedback and Reflection)		<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	<p>Mark scheme and green pen</p>	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
Session 18	<p>By the end of the session, you must be able to:</p>	<p>Recap last session</p>	<p>Unit 1 Session 18 PPT</p>	<p>Formative assessment</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, KS3</p>



	<ul style="list-style-type: none"> Identify the 3 components of the cardiovascular system <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the structure and function of the heart Describe the structure and function of blood vessels Describe the structure and function of blood <p>You could be able to:</p> <ul style="list-style-type: none"> Explain the cardiac cycle 	<p>Starter Activity – Build your knowledge - Cardiovascular System</p> <p>Cardiovascular System:</p> <ul style="list-style-type: none"> Structure and function of blood vessels Structure and function of the heart Structure and function of blood Cardiac cycle <p>Plenary Activity – Unit 1 Session 18</p>	<p>A3 Blank Heart Diagram</p> <p>Red and Blue Pens</p> <p>Card Sort – Cardiac Cycle</p> <p>Activity Worksheet – Cardiovascular System</p> <p>Session 18 Session Plan</p>		<p>SEAL</p> <p>Cardiac systems scientist</p>
<p>Session 19</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the cardiac measurements <p>You should be able to:</p> <ul style="list-style-type: none"> Define the cardiac measurements <p>You could be able to:</p> <ul style="list-style-type: none"> Explain the effects of exercise and training on the cardiac measurements 	<p>Recap last session</p> <p>Starter Activity</p> <ul style="list-style-type: none"> Create a heart with cones Create a poster/model <p>Cardiovascular System:</p> <ul style="list-style-type: none"> Cardiovascular measurements Blood pressure <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 19 PPT</p> <p>Activity Worksheet 19 – Cardiovascular System</p> <p>Session 19 Session Plan</p>	<p>Formative assessment</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5</p>



<p>Session 20 (Recap)</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 3 components of the cardiovascular system Identify the cardiac dynamics <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the structure and function of the heart Describe the structure and function of blood vessels Describe the structure and function of blood Define the cardiac dynamics Define the cardiac measurements <p>You could be able to:</p> <ul style="list-style-type: none"> Explain the cardiac cycle Explain what happens to cardiac dynamics as a response to exercise and training 	<p>Recap last session</p> <p>Starter activity – RAG Rating</p> <p>Cardiovascular System –learning mat</p> <p>Plenary Activity – Discussion</p>	<p>Unit 1 Session 20 PPT</p> <p>RAG Activity 1 Worksheet and revision tools</p> <p>Access to printer for: Cardiovascular system learning mat – Slide on PPT</p> <p>Session 20 Session Plan</p>	<p>Self assessment</p> <p>Summative assessment of the Cardiovascular System</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5</p>
<p>Session 21 (Assessment)</p>		<p>EOTT CV System</p> <p>Teacher prepared EOTT, this may be differentiated for specific learners</p>	<p>EOTT</p>		
<p>Session 22 (Feedback and Reflection)</p>		<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher</p>	<p>Mark scheme and green pen</p>	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	



		<p>assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>			
Session 23	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 2 energy systems <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the processes that occur during each system <p>You could be able to:</p> <ul style="list-style-type: none"> Analyse the relative contributions of each system in a range of fitness and sporting contexts 	<p>Recap last session</p> <p>Starter Activity – Progress Wheel</p> <p>Energy System:</p> <ul style="list-style-type: none"> Aerobic energy system Anaerobic energy system <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 23 PPT</p> <p>Activity Worksheet 23 – Energy System</p> <p>Access to printer for group copies of: 'Progress wheel' in PowerPoint slide</p> <p>Session 23 Session Plan</p>	Formative assessment	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 Food Technology</p>
Session 24 (Recap)	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 2 energy systems <p>You should be able to:</p>	<p>Recap last session</p> <p>RAG exercise</p> <p>Starter activity – Energy continuum – place laminated</p>	<p>Unit 1 Session 24 PPT</p> <p>Activity 1 Worksheet</p>	Summative assessment of the Energy System	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 Food Technology, HH5, KS3 SEAL</p>



	<ul style="list-style-type: none"> Describe the processes that occur during each system <p>You could be able to:</p> <ul style="list-style-type: none"> Analyse the relative contributions of each system in a range of fitness and sporting contexts <p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the 2 energy systems <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the processes that occur during each system 	<p>sports cards on the continuum, justifying answer</p> <p>Energy System – energy system learning mat</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Access to printer for:</p> <ul style="list-style-type: none"> Laminated energy continua and sports cards – from PPT slide Energy system learning mat – from PPT slide <p>Session 24 Session Plan</p>		
<p>Session 25 (Recap)</p>	<p>You could be able to:</p> <ul style="list-style-type: none"> Analyse the relative contributions of each system in a range of fitness and sporting contexts 	<p>Recap last session</p> <p>RAG exercise</p> <p>Dominoes Activity - learners create a game of dominoes using the energy system as a theme. Groups circulate sets of dominoes around the group so all groups try out all games</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 25 PPT</p> <p>Energy system learning mat – previous session</p> <p>Access to printer for: Blank dominoes activity sheet – pre cut</p> <p>Session 25 Session Plan</p>	<p>Summative assessment of the Energy System</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 Food Technology</p>
<p>Session 26 (Assessment)</p>		<p>EOTT Energy Systems</p>	<p>EOTT</p>		



		Teacher prepared EOTT, this may be differentiated for specific learners			
Session 27 (Feedback and Reflection)		<p>Teacher shares Mark Scheme to accompany EOTT</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	Mark scheme and green pen	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
Session 28 (Recap)	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the structure and function of the body systems <p>You should be able to:</p> <ul style="list-style-type: none"> Describe and explain the structure and function of the body systems <p>You could be able to:</p> <ul style="list-style-type: none"> Analyse the effects of health and fitness on the body systems 	<p>Recap LO1</p> <p>Starter activity – RAG Rating task followed by discussion</p> <ul style="list-style-type: none"> Skeletal System Muscular System Respiratory System Cardiovascular System Energy System <p>Plenary Activity – Hexagon Task</p>	<p>Unit 1 Session 28 PPT</p> <p>Session 28 Session Plan</p> <p>Internet access and access to printer for Hexagons,</p> <p>Paper, pens, sugar paper and Glue</p>	Summative Assessment of LO1	Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 Food Technology



			Activity Worksheet 28		
Session 29 (Assessment)		LO 1 Module Test Teacher prepared module test, this may be differentiated for specific learners	End of LO Test		
Session 30 (Feedback and Reflection)		<p>Teacher shares Mark Scheme to accompany test</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	Mark scheme and green pen	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
Session 31	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the short term effects of exercise on the body <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the short term effects of exercise on the body 	<p>Introduction to learning outcome two (LO2).</p> <p>Starter Activity – Practical warm up</p> <p>Main – practical Session to assess the physiological</p>	<p>Unit 1 Session 31 PPT</p> <p>Activity Worksheet 31 – Short term effects of exercise on the body</p>	Formative assessment	Y7, Y10/11 Science, Y7,8,9 PE, HH5



	<p>You could be able to:</p> <ul style="list-style-type: none"> Analyse the effects of the short term changes on the performer 	<p>responses to exercise. Learners to identify:</p> <p>Short term effects of exercise on the body:</p> <ul style="list-style-type: none"> Breathing rate Heart rate, stroke volume and cardiac output Blood pressure Body temperature (sweating) Hydration levels Muscle fatigue Delayed onset of muscular soreness (DOMS) <p>Cool Down</p> <p>Discussion and feedback</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Session 31 Session Plan</p> <p>Printer access for 'Brace Maps' from PPT slide</p>		
<p>Session 32</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the long term adaptations of exercise on the body <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the long term adaptations of exercise on the body <p>You could be able to:</p>	<p>Recap last session</p> <p>Starter Activity – Warm up</p> <p>Main – practical Session to assess the physiological responses to exercise. Learners to identify:</p>	<p>Unit 1 Session 32 PPT</p> <p>Activity Worksheet 32 – Long term effects of exercise on the body</p> <p>Session 32 Session Plan</p>	<p>Formative assessment</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, KS3 SEAL</p>



	<ul style="list-style-type: none"> Analyse the effects of the long term adaptations on the performer 	<p>Long term effects of exercise on the body:</p> <ul style="list-style-type: none"> Cardiovascular endurance Efficiency to use oxygen Blood pressure Resting heart rate Muscular endurance Muscular strength Muscle hypertrophy Red blood cells Flexibility Body shape (endomorph, ectomorph, mesomorph) <p>Cool Down</p> <p>Discussion and feedback</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Printer access for 'Brace Maps' from PPT slide</p>		
<p>Session 33 (Recap)</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the short term responses and long term adaptations of exercise on the body <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the short term responses and long term adaptations of exercise on the body 	<p>Recap last session</p> <p>Starter activity – RAG Rate</p> <p>Activity – Warm up</p> <p>Main – practical Session to assess the physiological responses and long term adaptations to exercise. Learners to identify:</p>	<p>Unit 1 Session 33 PPT</p> <p>Printer access for: A3 Multi Flow Map – Slide on PPT (1 copy per group)</p> <p>Unit 1 Session 33 Session Plan</p>	<p>Summative assessment of LO2</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y11 Computing, KS3 SEAL</p>



You **could** be able to:

- Analyse the effects of the short term responses and long term adaptations on the performer

Long term effects of exercise on the body:

- Cardiovascular endurance
- Efficiency to use oxygen
- Blood pressure
- Resting heart rate
- Muscular endurance
- Muscular strength
- Muscle hypertrophy
- Red blood cells
- Flexibility
- Body shape (endomorph, ectomorph, mesomorph)

Short term effects of exercise on the body:

- Breathing rate
- Heart rate, stroke volume and cardiac output
- Blood pressure
- Body temperature (sweating)
- Hydration levels
- Muscle fatigue
- Delayed onset of muscular soreness (DOMS)

Cool Down

Discussion and feedback



		Plenary Activity – learners complete sentences about what they have learned			
Session 34 (Assessment)		LO 2 Module Test Teacher prepared module test, this may be differentiated for specific learners	End of LO Test		
Session 35 (Feedback and Reflection)		<p>Teacher shares Mark Scheme to accompany test</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	Mark scheme and green pen	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
Session 36	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Define the terms Health and Fitness <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the relationship between health and fitness 	<p>Introduction to learning outcome three (LO3).</p> <p>Starter Activity – Define Health and Fitness</p>	<p>Unit 1 Session 36 PPT</p> <p>Activity 1 Worksheet</p> <p>Session 36 Session Plan</p>	<p>Formative assessment</p> <p>Group discussion</p> <p>Group presentation</p> <p>Q and A</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 PSHE</p>



	<p>You could be able to:</p> <ul style="list-style-type: none"> Describe the 5 Health Related Fitness Components 	<p>Main: Practical session, learners must identify and define the 5 HRF components</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>			
Session 37	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Define the terms Health and Fitness <p>You should be able to:</p> <ul style="list-style-type: none"> Describe the relationship between health and fitness <p>You could be able to:</p> <ul style="list-style-type: none"> Describe the 6 Skill Related Fitness Components 	<p>Starter Activity – Define Health and Fitness, recap 5 HRF</p> <p>Main: Practical session, learners must identify and define the 6 SRF components</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 37 PPT</p> <p>Session 37 Session Plan</p>	<p>Formative assessment Group presentation Q and A</p>	
Session 38	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Define the terms Health and Fitness <p>You should be able to:</p> <ul style="list-style-type: none"> Name and describe a test for each component <p>You could be able to:</p>	<p>Recap last session</p> <p>Starter activity – Explanation of the 11 Fitness Test protocols</p> <p>Main – learners independently complete each test completing the Work Sheet as they go</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 38 PPT</p> <p>Printer for copies of: A3 laminated help sheets per test – from PowerPoint slides.</p> <p>Activity Worksheet</p>	<p>Summative Assessment of LO3</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 PSHE, Y11 Computing</p> <p>How to use your data to benefit fitness</p>



	<ul style="list-style-type: none"> Analyse your strengths and weaknesses using normative data, suggesting strategies to improve 				
Session 39 (Assessment)		LO 3 Module Test Teacher prepared module test, this may be differentiated for specific learners	End of LO Test		
Session 40 (Feedback and Reflection)		<p>Teacher shares Mark Scheme to accompany test</p> <p>Learners may self assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	Mark scheme and green pen	<p>Self edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
Session 41	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the Principles of Training using the acronyms SPORT and FITT <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the Principles of Training 	<p>Introduction to learning outcome four (LO4).</p> <p>Starter Activity – Design and lead a warm up</p> <p>Circuit – learners complete a football specific circuit 3 times,</p>	<p>Unit 1 Session 41 PPT</p> <p>Activity Worksheet 41 – FITT principles of training</p>	<p>Formative assessment: Group discussion and findings Group presentation</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 PSHE, Y7-Y11 Maths, Y11 Computing</p>



	<p>You could be able to:</p> <ul style="list-style-type: none"> Suggest a variety of training methods stating which fitness component they would improve 	<p>showing progressive overload. This circuit can easily be adapted to suit the needs of the group, the facilities/equipment available and the teacher expertise. Equally, other methods of training could also be chosen</p> <p>Principles of training:</p> <ul style="list-style-type: none"> SPORT Principles FITT Principles <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Printer for copies of:A3 laminated help sheets per test – from PowerPoint slides</p> <p>Session Plan 41</p>		
<p>Session 42 (Recap)</p>	<p>By the end of the session, you must be able to:</p> <ul style="list-style-type: none"> Identify the Principles of Training using the acronyms SPORT and FITT <p>You should be able to:</p> <ul style="list-style-type: none"> Explain the Principles of Training <p>You could be able to:</p> <ul style="list-style-type: none"> Suggest a variety of training methods stating which fitness component they would improve 	<p>Recap last session</p> <p>Starter activity – Traffic Light Quiz</p> <p>Principles of training:</p> <ul style="list-style-type: none"> SPORT Principles FITT Principles <p>Principles of training – design an participate in a training session</p> <p>Plenary Activity – learners complete sentences about what they have learned</p>	<p>Unit 1 Session 42 PPT</p> <p>Laminated red, orange, green 'traffic light' cards per learner</p> <p>Traffic light quiz – PPT slides</p> <p>Session 42 Session Plan</p>	<p>Summative Assessment of LO4</p>	<p>Y7, Y10/11 Science, Y7,8,9 PE, HH5, Y7-11 PSHE, Y7-Y11 Maths, Y11 Computing</p> <p>Personal trainer Coaching</p>



<p>Session 43 (Assessment)</p>		<p>LO 4 Module Test Teacher prepared module test, this may be differentiated for specific learners</p>	<p>End of LO Test</p>		
<p>Session 44 (Feedback and Reflection)</p>		<p>Teacher shares Mark Scheme to accompany test</p> <p>Learners may self-assess, peer assess or read through teacher assessment, or a combination of different types of feedback</p> <p>Learners to add corrections, address QWC (quality of written communication)</p> <p>Learners to write down www (what went well) and ebi (even better if) at the end of each test, they could write an action plan to address gaps in knowledge.</p>	<p>Mark scheme and green pen</p>	<p>Self-edit</p> <p>Peer edit</p> <p>Teacher feedback</p>	
<p>Session 45</p>		<p>Exam preparation</p>			
<p>Session 46</p>		<p>Exam preparation</p>			
<p>Session 47</p>		<p>Mock Exam</p>	<p>Test</p>		



Session 48		Mock Exam review and feedback	Mark Scheme	Self edit Peer edit Teacher feedback	
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